University of Exeter

Exeter Academic

Exeter Academic promotion criteria - General guidance

Please read this guidance thoroughly before making an application

1. Introduction

The criteria for promotion are summarised in a single table describing expectations for each career grade in the activity categories of Research, Education and Business engagement and innovation, and in the cross cutting categories of Leadership and management, and Citizenship. Expectations in global engagement activity are reflected throughout the criteria. For each grade and category there is an overall descriptor and a series of specific criteria grouped into sub-categories. The expectations that apply to you will depend on your job family (Education & Research, Education & Scholarship, or Research), but allow for variation in the balance of achievements in recognition of the increasingly varied academic expertise and specialisms that are required in the University. The criteria articulate expectations for promotion to each grade *and* as a guide to performance once in that grade. You are not necessarily expected to meet all of the criteria shown in the table, but to have a preponderance of evidence appropriate for the promotion grade for your job family (see below for further details), and bearing in mind University, faculty and department strategic priorities and disciplinary norms.

2. Preparing for an Application

It is recommended that once you have familiarized yourself with the criteria and process that you should have early conversations with your Senior Academic Lead (SAL), Head of Department (HoD) or line manager (whichever is most appropriate) about your intentions to apply for promotion. They will be able to discuss your readiness for promotion, and if you proceed, help guide you through the process and give feedback on your draft application.

You should map your application to the criteria on the application form, showing clearly which of the criteria you meet and how this is evidenced, with an emphasis on achievements since your last promotion or appointment. A full cv will be required alongside your application form based on the standard cv format. The form should cross reference any specific content in the cv but generally should not repeat information contained in the cv.

There is a recognition that the weighting and balance of achievement will vary between different job roles, faculties and departments (see section 5 for further information). The criteria are written as common standards for the whole University.

In addition to the guidance given in this document, there is further advice on the Exeter Academic Webpages and faculties and departments often run promotion workshops.

3. Process of assessment

a. Linking Performance and Development Review with promotion

- You should discuss your achievements and progress at least annually with your Senior Academic Lead (SAL) as part of the PDR process. This will form the basis for discussing the focus of your recent

and future activity, as well as your level of achievement and whether you are ready to be considered for promotion. The promotion criteria should be used to guide these conversations. You must confirm that you have had a recent PDR when you submit an application for promotion.

b. Department assessment and feedback

- Once you have decided to take the application to the next stage, you should draft a submission including a self-evaluation of your performance, with the assistance of your SAL assessing the extent to which you meet the criteria in each subcategory. This should include a summary of your level of achievement and the balance of achievement on which you are basing your case for support. You and your SAL may also discuss the draft application with other senior staff where appropriate and seek informal feedback.
- After you submit your application, a Departmental assessment of your application will be completed and submitted to your Faculty promotions panel for review.

c. Faculty and University assessment and feedback

- For promotions up to Grade G, the application will be considered at the annual Faculty promotions panel. Decisions will be accompanied by summary feedback. If the Faculty are not supportive of your application then feedback will focus on any areas identified for further improvement and advice and support for a future application.
- For promotions to Associate Professor and Professor, there will be a Faculty assessment panel to decide if your application will proceed to external review. Decisions will be accompanied by summary feedback. If the Faculty are not supportive of your application, then feedback will focus on any areas identified for further improvement and advice and support for a future application.
- If the faculty support your application, external reviews will be sought and your application and reviews will be considered by the University promotions panel. Decisions will be accompanied by summary feedback. If the University panel are not supportive of your application, then feedback will focus on any areas identified for further improvement and advice and support for a future application.

d. Resubmission

- If your application for promotion is not supported, you will not normally be permitted to resubmit an application for a minimum of two years. This is to ensure that you have sufficient time to achieve the necessary expectations for the promotion. Exceptions to this will be explicitly indicated in the feedback from the panels.

4. Expectations

For most staff, you are expected to achieve all of the criteria in one of the main categories, supported by achievement at a range of levels (grades) in other categories. Minimum levels of achievement for some categories are set for individual job families (see section 4).

All staff are expected to meet the criteria for citizenship at the grade for which they are applying for promotion.

If your role is more highly specialised, you may make a case based primarily on a single activity category (Research, Education or Business Engagement and Innovation), but you will be expected to clearly exceed the minimum quality level of achievement indicated for that category and to have a more substantial volume of achievements.

Note that the research criteria are written in accordance with expectations at that grade for E&R staff and the education criteria are written in accordance with expectations at that grade for E&S staff. This means

that E&R staff are not expected to achieve (for example) professorial level criteria in Education if they are applying for promotion to Professor (E&R).

On the application form, there is a box for you to detail any personal circumstances that you wish to highlight to the panel when assessing applications for promotion. Further details about this can be found on the guidance webpages.

5. Balance of achievement: minimum levels of achievement by job family

A balanced scorecard approach will be taken in overall evaluation of your case for support. The overall descriptors for each grade and category should be used as a guide for assessing whether your combination of achievements reaches an appropriate level. The balance of your activity and achievement should be regularly discussed with your Senior Academic Lead as part of regular PDR (Performance and Development Review) conversations, consulting with your Head of Department if necessary.

Note that there is no separate job family for Business engagement and innovation. The criteria are designed to allow a focus on Business engagement and innovation activity in any job family, as well as to recognise and reward BEI activity as part of the overall portfolio of activity.

a. Education and Research job family

Lecturer: All of the Research and Education criteria at Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or by meeting additional criteria in Business engagement and innovation or Leadership and management at Lecturer level.

Senior Lecturer: All of the Research criteria at Senior Lecturer level and the Education criteria at least to Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation or Leadership and management at Senior Lecturer level.

Associate Professor: All of the Research criteria at Associate Professor level and the Education criteria at least to Senior Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation or leadership and management at Associate Professor level.

Professor: All of the Research criteria at Professorial level and the Education criteria at least to Senior Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation or leadership and management at Professorial level.

b. Education and scholarship job family

Lecturer: All of the Education criteria at Lecturer level and the leadership and management criteria at Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation.

Senior Lecturer: All of the Education criteria at Senior Lecturer level and the Leadership and management criteria at least to Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation at Senior Lecturer level.

Associate Professor: All of the Education criteria at Associate Professor level and the Leadership and management criteria at least to Senior Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation at Associate Professor level.

Professor: All of the Education criteria at Professorial level and the Leadership and management criteria at least to Associate Professor level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation at Professorial level.

c. Research job family

Research Fellow: All of the Research criteria at Research Fellow level, the leadership and management criteria at ~~Lecturer~~ Research Fellow level and achievement of some criteria in Education at Research Fellow level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation.

Senior Research Fellow: All of the Research criteria at Senior Research Fellow level, the Leadership and management criteria at least to Lecturer level and by achievement of some criteria in Education at Research Fellow level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation at Senior Lecturer level.

At AP and P, the E&R and R only job families converge and you will be assessed on the same basis as E&R staff, bearing in mind the time you are likely to have spent in the balance of research and education activities:

Associate Professor: All of the Research criteria at Associate Professor level and the Education criteria at least to Senior Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation or leadership and management at Associate Professor level.

Professor: All of the Research criteria at Professorial level and the Education criteria at least to Senior Lecturer level. If any of these criteria are not met, they may be balanced by significant over-performance against the remaining criteria within the relevant category or meeting further criteria in Business engagement and innovation or leadership and management at Professorial level.

Research

Sub-category	Lecturer(probation)/Research Fellow	Senior Lecturer/Senior Research Fellow	Associate Professor	Professor (Band 1)
Overall descriptor	**A researcher with an independent and sustainable research profile of internationally excellent quality**	**An experienced researcher with a significant presence in the research field and an emerging international profile and reputation**	**A significant authority in the research area with an international reputation, and a body of work regarded as world-leading**	**A major authority with a strong international research profile and a significant and sustained body of world leading research activity**
R1. Research Excellence. Evidence of Research outputs that demonstrate international quality by leading and authoring. NOTE: Please conform to the guidance on Responsible Use of Research Metrics. Do not quote journal impact factors or h-indices.	Demonstrate: - Publication or acceptance of publication of at least two outputs recognised as being internationally excellent or world leading with a consideration of originality, rigour and significance. The outputs could be traditional and/or non-traditional as per REF and it is recognised there may be barriers to publication due to commercial considerations. - Evidence by listing your most important outputs, describing your contribution and the rationale for the quality of the work.	Demonstrate: - Publication or acceptance of publication of at least four outputs recognised as being internationally excellent or world leading with a consideration of originality, rigour and significance, including the outputs assessed at probation and work progressed since confirmation of appointment. The outputs could be traditional and/or non-traditional as per REF and it is recognised there may be barriers to publication due to commercial considerations. - World leading work will be given particular weighting in judgments about progression. - Evidence by listing the most important outputs since your appointment describing you contribution and the rationale for the quality of the work.	Demonstrate: - A continued record of high quality research outputs that are recognised as internationally excellent or world leading with a consideration of originality, rigour and significance. - World leading publications will continue to be the goal and will involve national and international collaboration wherever possible. - Evidence of resourcing, conceiving and leading key outputs. Evidence by listing the most important outputs since your last promotion describing your contribution and the rationale for the quality of the work.	Demonstrate: - An outstanding international research profile with substantial seminal contributions to knowledge, as appropriate to the discipline, including a sustained, continued record of high quality research publications which are recognised as world leading with a consideration of originality, rigour and significance (a useful example of criteria might be the REF guidelines). - Outputs should show evidence of resourcing, conceiving and leading key outputs. - Outputs will generally involve international collaboration in disciplines where that is the norm. - Evidence by listing the most important outputs since your last promotion describing your contribution and the rationale for the quality of the work.
R2. Research funding portfolio. Successful grant applications as CI or PI. Please make sure that your Worktribe record is complete. Note: a 'significant grant' is generally one that is at least equivalent to the average research income/FTE pa for the department or field of research (see here for regular updates to income/FTE by department)	Demonstrate: - Potential to achieve ~~external~~ research funding consistently throughout their career at Exeter. Most lecturers will be successful in achieving at least one ~~research~~ grant (as main or co-applicant) during their period of probation but, recognising the competitive environment of ~~research~~ funding (which differs between academic disciplines), as a minimum we would expect you to have submitted at least two external funding applications for significant grants that have been reviewed as fundable by internal peer review process and/or the external reviewers and funding panel where applicable. It is recognised that R-only staff may be limited by funder eligibility rules and/or role requirements, in which case there should be evidence of a significant role in developing and securing grant funding held under another academic.	Demonstrate: - A record of external funding applications for significant grants (including as main applicant) that have been reviewed as fundable through both your period of probation and the period subsequent to your confirmation of appointment. - Successful award of funding for at least one significant grant or several smaller grants equivalent to that amount either as main or co-applicant. Participation in large collaborative grants is encouraged.	Demonstrate: - A sustained and rising trajectory of research grant income well above the expectations of a Senior Lecturer, normally at or above the average income/FTE for the department. Participation in large collaborative grants is encouraged.	Demonstrate: - A sustained and rising trajectory of research grant income well above the expectations of an Associate Professor, and well above the average income/FTE for the department and preferably including leadership of large-scale collaborative grant applications and awards. - Evidence of assisting more junior colleagues to win research funding, through mentoring, providing opportunities and collaboration.
R3. Research Leadership Practical evidence of high quality research	Demonstrate: - Ability to supervise and mentor other researchers through (for example) supervision (or acting as co-supervisor) of	Demonstrate: - Successful supervision of postgraduate research students and/or other junior researchers and technical staff. Undertake	Demonstrate: - A sustained record of high quality research supervision and coordination of research activity internally and/or externally	Demonstrate: - A sustained and rising trajectory of high quality and influential research leadership internally and/or externally, nationally and

supervision, mentorship, coaching, career development and support for colleagues	technical staff, and/or at least one postgraduate research student, Research Associate/Fellow.	research coordination and leadership internally or externally.	- supervision of postgraduate research students to completion. - Demonstrable success in mentorship, coaching and/or career development and support for colleagues.	internationally, recognised by peers and other stakeholders (e.g. professional organisations, funding agencies etc.). - Evidence in mentoring other academic staff to significant research successes - developing careers of research students and postdoctoral researchers, through successful completion and ongoing professional advancement.
R4. Research Practice and culture Evidence of good practice in inclusivity, research integrity and open research	Demonstrate: - Good practice in research inclusivity, research integrity, research reproducibility and open research, as appropriate to the field. - Contribute to good research practice in research group and/or department.	Demonstrate: - Good practice in research inclusivity, research integrity, research reproducibility and open research, as appropriate to the field. - Contribute to good research practice in the department.	Demonstrate: - Good practice in research inclusivity, research integrity, research reproducibility and open research, as appropriate to the field. - Contribute to good research practice in the institution.	Demonstrate: - Good practice in research inclusivity, research integrity, research reproducibility and open research as appropriate to the field, - Lead on research culture improvements in the institution and/or on research culture initiatives externally.
R5. Research standing and reputation Evidence of external recognition at a national and international level	Demonstrate: - Activity with professional societies and other organisations.	Demonstrate: - Growing portfolio of organising and leading group events and activity externally. - Potentially including awards demonstrating external recognition.	Demonstrate: - A rising trajectory of leadership of external research events and activity. - External recognition indicated by invitations to events, contributions to outputs, editorials, commentaries and/or prizes. - Engagement with research councils and other bodies in peer review.	Demonstrate: - Sustained track record in leading significant national and international research groups and events, holding significant positions in professional societies, invited contributions to high profile events and outputs, prizes and awards. - Engagement with research councils and other major funders on review, committees and panels.

Education

Sub-category	Lecturer(probation)/Research Fellow	Senior Lecturer/Senior Research Fellow	Associate Professor	Professor (Band 1)
Overall descriptor	**A committed and reflective educator with ability to provide an excellent student experience through teaching delivery, mentoring, academic support and assessment.**	**An experienced educator, innovating and delivering high quality teaching and leading on aspects of education and student experience and engagement**	**An expert educator, making a significant contribution to the leadership and management of the development of teaching and learning strategies and academic standards for the department and Faculty**	**A leading educator with a national and potentially international profile, with a sustained record of leading innovative and successful education activity across the University and influencing policy and practice externally**
E1. Assessment and student outcomes on taught modules Quality of teaching, assessment and feedback, and student outcomes on taught modules and programmes	Demonstrate an effective contribution to teaching/mentoring. Evidence may include examples of: - Good student feedback, module evaluation and formal peer observations/reviews. - Be a sole or joint leader for either a complex team taught module, several individual modules or lead mentor for an apprenticeship programme. - Knowledge of institutional and departmental priorities for improvement in teaching, assessment and feedback (with respect to NSS, PTES, awarding gaps or other performance markers). - Delivery of high quality feedback through operations meetings to improve programme attendance, quality of teaching and structure of approach. - Delivery of high quality best practice in teaching, assessment and feedback within your area of activity. - Delivery of student engagement in improvement in teaching learning and assessment. - Delivery of continuous improvements of programme changes. - Action to improve assessment and feedback and address awarding gaps, informed by institutional advice and guidance and/or discipline best practice. - Innovation in TLA and/or module outcomes, including student engagement to improve student experience.	Demonstrate an ability to lead innovative, research-informed and (wherever appropriate) inter-disciplinary teaching Evidence may include examples of: - Support and promotion of high quality learning and feedback, evidenced by student achievement and external examiners. - Evidence of well-respected leadership and responsibility for a significant curriculum area. - A track record of engaging students in improvement of teaching delivery, or innovation in learning and assessment methods. - Either internal or external recognition of education innovation (e.g. invited conference speaker, publications). - Publication of best practice delivering improved outcomes.	Demonstrate a significant contribution to the leadership, management and development of teaching and learning strategies for the department and/or Faculty. Evidence may include examples of: - An excellent track record of leadership and management of a unit or a significant area of education activity within the University. - Playing a major role in creating and implementing policy related to quality and standards. - Champion an integrated approach to academic practice at institutional level with regard to teaching. - Either internal or external recognition of education innovation (e.g. AHE Senior Fellowship, National Teaching Fellowship, conference speaker, publications, recognition by professional body/society, external funding). - Publication of best practice delivering improved outcomes.	Demonstrate sustained performance and internal and/or external recognition of work on education and student experience. Evidence may include examples of:: - A sustained track record of leadership and management of a number of significant areas of education activity within the University. - Publication of best practice delivering improved outcomes. - Lead external accreditation by professional bodies. - Playing a major role in creating and implementing policy related to quality and standards. - Champion an integrated approach to academic practice at institutional level with regard to teaching. - Lead and deliver challenging and innovative learning activities/teaching materials and/or evaluate their impact on student learning. - External recognition of education innovation (e.g. AHE Principal Fellowship, National Teaching Fellow, or other national/international awards and prizes, conference speaker, publications, recognition by professional body/society, external funding).
E2. Academic Support and Guidance Focus on academic support, support for employment, student stretch and challenge, and learning resources. Should include commitment to academic training and CPD.	Demonstrate provision of excellent student support and guidance through a range of activity. Evidence may include examples of: - Performing the role of personal tutor/mentor dealing successfully with range of student support issues. - Providing sustained all round student academic support through the student journey. - Working collegially with the teaching team and support staff a within the department.	Demonstrate a sustained record of excellent student support and guidance including leadership of a particular aspect of support at departmental and/or faculty level. Evidence may include examples of: - Successful delivery in cross departmental or programme level roles in areas such as programme leadership, admissions, international student recruitment, senior tutor, widening participation. - Recognition as the lead on a specific area of student support by colleagues within your	Demonstrate - a sustained record of excellent academic support and guidance and leadership of significant areas that improve faculty and University practice and approach. Evidence may include examples of: - Lead cross-faculty activities to enhance the quality of academic support. - Collaborate in University wide initiatives to enhance student support. - Take a leading role in university procedures relating to student support and disciplinary processes.	Demonstrate leadership and innovation in academic support and guidance that enhance practice at the University level. Evidence may include examples of: - Experience of introducing innovative changes to new programme development, degree curricula. - A significant contribution to the skills/knowledge base in relation to teaching and learning within the institution.

	- Developing an effective learning environment and approaches to student support and guidance. - Mentoring postgraduate teaching assistants or academic mentors and other teaching support staff. - Taking an innovative role in a specific area of student support by providing new ideas, advice and guidance in this area (e.g. employability, TEL, Degree apprenticeships etc.). - Holding an active role including requisite design, review, QA processes or degree programme design. - Engagement with self-development and CPD activity appropriate to role. - Gain Fellowship of Advance HE.	discipline as evidenced by providing advice and guidance to staff on this area. - Initiative and development of innovative approaches to student support. - Mentorship and/or training of colleagues and more junior staff in a particular area of student support. - Commitment to ongoing academic training and CPD, for example through working towards Senior Fellowship of Advance HE, contribution to education focused conferences and events.	- A sustained role in mentoring and support for colleagues in relation to student support and guidance. - Commitment to ongoing academic training and CPD, for example through Senior Fellowship of Advance HE, presenting at education focused conferences and events.	- Leadership of cross-faculty activities leading to demonstrable improvement in the broader student experience. - Take a leading role in university procedures relating to student support and disciplinary processes. - External activity and roles that have an impact on academic support and guidance in the sector. - Commitment to ongoing academic training and CPD, for example through Principal Fellowship of Advance HE, National Teaching Fellowship, leadership of conferences and events.
E3. Teaching and learning opportunities and curriculum development Quality of Opportunities and Outcomes for Students	Demonstrate an effective contribution to the quality of opportunities and outcomes for students. Evidence may include examples of: - Knowledge of disciplinary approaches that students need to be able to continue, complete and progress being aware of any systematic differences in under-represented groups and of departmental cohort. - Use of research, impact or employer engagement relative to discipline or inter-disciplinary methods. - Gains in education, as articulated by departments and institutional strategy. - Tangible contributions to programme review and active involvement in appropriate teaching and learning planning events. - Continuation and completion levels for students appropriate to the discipline. - Innovation in teaching practice to resolve problems or enhance opportunities and outcomes for diverse learners.	Demonstrate specific and innovative activity to improve student opportunities and outcomes. Evidence may include examples of: - Continuation and completion levels for students appropriate to the discipline. - Achievement in promoting student satisfaction, evidenced by good module evaluation or nomination for Student's Guild teaching awards. - Demonstrate successful promotion and support of student engagement (e.g. mentoring and supporting development of students as Change Agents, Global Challenges and other similar initiatives). - Successful innovation in teaching practice to resolve problems or enhance the student experience in line with faculty education strategy. - Impact at discipline/ programme level beyond own teaching. - Continuation and completion levels for students exceed subject benchmark and differences in outcomes between demographic groups is lower than benchmark. - Programme development in line with departmental and faculty strategies and national and international markets.	Demonstrate a significant and sustained contribution to leadership and management of improvement of student opportunities and outcomes. Evidence may include examples of: - Leadership on continuation and completion levels for students with regard to eliminating differences in outcomes between demographic groups. - Leadership of initiatives in curriculum and programme development (e.g. developing market led PGT programmes that are attractive internationally). - Evidence of areas of ongoing excellence identified by peer review, with additional evidence of dissemination of best practice to colleagues. - Evidence of recognition of excellence through e.g. nomination for teaching awards. - Significant leadership contribution to the design and development of the overall curriculum. - Leadership of external accreditation by professional bodies. - Development of learning resources that are recognised and used beyond the department and potentially externally. - Development of professional courses with the NHS or other professional bodies.	Demonstrate a sustained and rising trajectory of faculty, University and external activity focused on improving student opportunities and outcomes. Evidence may include examples of: - Market-informed programme review, refresh and development. - Evidence of leading and delivering challenging and innovative learning activities/teaching materials and evaluating their impact on student learning. - Evidence of recognition nationally and internationally as a leading educator in the field. - Leadership of significant University wide activity on student opportunities and outcomes. - Development of new cross faculty or University wide initiatives to improve policy and practice in student outcomes and opportunities. - Leadership of external accreditation by professional bodies and/or representation on external accreditation panels. - Development of learning resources that are recognised and used beyond the department and potentially externally. - Development of professional courses with the NHS or other professional bodies.

Business engagement and innovation				
Sub-category	**Lecturer(probation)/Research Fellow**	**Senior Lecturer/Senior Research Fellow**	**Associate Professor**	**Professor (Band 1)**
Overall descriptor	**An academic whose work involves interaction with business, government and third sector organisations**	**An academic developing a reputation and recognition with key stakeholders for business engagement and innovation activity**	**An experienced business engaged academic leading on significant activity with significant and demonstrable financial value and impact**	**A business and innovation focused academic with a sustained and rising trajectory in leadership of a substantial portfolio of business engagement and innovation activity**
BEI1. Commercial	Demonstrate: - Delivery of commercial projects, such as consultancy, contract research, collaborative research, executive education or degree apprenticeships. To qualify, the work should have involved direct interaction with the client stakeholders in the UK or globally. - Evidence of originating or developing client relationships. - Participation in pitching and successfully winning work.	Demonstrate delivery of commercial projects, providing evidence of: - Leadership or project management of all or part of the assignments. - Playing a meaningful role in the relationship(s) with the client(s). - Management of time and resources to ensure their responsibilities within the project were executed within budget. - Evidence should be provided of the impact created by the projects and their financial value, including cost recovery rate. - Evidence of originating new client relationships, winning additional business within existing relationships or of pitching for and successfully winning work, which would typically be expected to have been done as part of a team. - A sustained record of commercial revenue generation for the University, (equivalent to the average research income/FTE pa for the department).	Demonstrate: - A significant role in both originating and delivering commercial projects. - Origination may include: o Creation of new client relationships for the university. o Generation of new revenue opportunities within existing relationships. o Playing a significant role in pitching for business successfully. - Project delivery should include management of either small projects in their entirety or significant aspects of larger projects. - In both origination and delivery, evidence should be provided of the impact created by the projects and their financial value, including cost recovery rate and the nature of their role versus that of others. - A sustained record of commercial revenue generation for the University, (above the equivalent average research income/FTE pa for the department).	Demonstrate: - A sustained leadership of a substantial contribution to the University's commercial work and ongoing development of the University's business engagement and innovation strategy and/or its translation into faculty and/or department strategies and plans, evidenced through: o The client relationships which they have led, detailing in each case whether they originated the relationship and how they have developed it, including details of its impact, how the work supports the University's 2030 strategy, the revenue generated for the university and cost recovery rate. o How they have supported the professional development of colleagues' commercial skills. - A sustained record of commercial revenue generation for the University, (well above the equivalent average research income/FTE pa for the department).
BEI2. Impact and Partnership working	Take part in knowledge exchange or impact-focused activities with external stakeholders in business, government or the third sector organisations. These will normally be activities with some specific planned knowledge exchange. Examples of activity include: - Established collaborative relationships beyond the University. - Increased the quality or relevance of their work by engaging with businesses, government or third sector organisations. - Impactful outcomes of research with a focus on evidence collection to develop REF impact case studies, if required.	Take part in knowledge exchange or impact-focused activities with external stakeholders in business, government or the third sector organisations. These will normally be activities with some specific planned knowledge exchange or impactful outcomes with a focus on evidence collection to develop REF impact case studies. Examples of activity include: - Created effective networks with academics in other institutions and partners outside higher education. - Contributed to policy development and/or participated in advisory boards or panels. - Developed links with external organisations in support of the University's strategy.	Lead knowledge exchange or impact-focused activities with external stakeholders in business, government or the third sector organisations. These will be activities with significant and specific planned knowledge exchange or impactful outcomes with a focus on evidence collection to develop REF impact case studies of significance and reach, demonstrated by significant income generation, jointly authored papers, external investment raised, patents or other rights secured or other indicators relevant to the discipline. Examples of activity include: - Developed significant relationships with other national and international organisations, government or quasi-government bodies, professional bodies or higher education institutions. - Work with business that leads to economic impact.	Lead knowledge exchange or impact-focused activities with external stakeholders in business, government or the third sector organisations, that are major University partnerships, and/or with multiple strands of activity These will be activities with significant and specific planned knowledge exchange or impactful outcomes with a focus on evidence collection to develop REF impact case studies of significance and reach. This must be demonstrated by a sustained record of significant income generation, jointly authored papers, external investment raised, patents or other rights secured or other indicators relevant to the discipline. Examples of activity include: - Developed and leading substantial relationships with other national and international organisations, government

			- Contributions to development of public policy or standards. - Engaged external organisations in the development of the University's research and education, leading to significant benefits to the economy, society and the University; - Provided opportunities for colleagues and/or students to engage with external organisations.	or quasi-government bodies, professional bodies or higher education institutions; - Contribution to development of public policy or standards. - Work with business that leads to substantial and lasting economic impact. - Engaging external organisations in the development of the University's research and education, leading to significant benefits to the economy, society and the University. - Provided opportunities for colleagues and/or students to engage with external organisations; - Created a culture of collaboration with external bodies and fostered partnerships through their leadership.
BEI3: Civic involvement and public engagement	Demonstrate engagement with external organisations and/or media. Examples of activity include: - Engaging publicly through speaking opportunities, workshops or events involving the broader public beyond academic audiences. - Communication through writing, podcasts, vlogs or other media to the public understanding of their subject. - Using media and social media to build public understanding of their subject.	Demonstrate sustained engagement with external organisations and/or media. Examples of activity include: - Organising activities and/or events which build public understanding of their subject. - Sustaining ongoing engagement with civic or community organisations. - Enhancing public understanding of their subject through media and/or social media engagement.	Demonstrate sustained engagement and strategic relationship development with external organisations and/or media. Examples of activity include: - Contributing to the development and delivery of public engagement strategy. - Developing and leading relationships with community or civic organisations, leading to impact in support of the University's 2030 strategy. - Enhancing the global reputation of the University and of their subject through media and social media engagement, inspiring public interest and engagement.	Demonstrate sustained leadership of strategic relationships with external organisations and/or substantial work with the media. Examples of activity include: - Leading the development and delivery of public engagement strategy; - Developing and leading relationships with community or civic organisations, leading to substantial impact in support of the University's 2030 strategy; - Enhancing the global reputation of the university and of their discipline through extensive media and social media engagement, inspiring public interest and engagement.

Leadership & management

Regardless of career grade, there is an expectation that all academic staff evidence an element of leadership and management within their role appropriate to their level of seniority. Specific examples will be varied, but in all cases, there should be evidence of successful achievement through the activity and in roles carried out. Examples of leadership may also be included in Education, Research, and Business Engagement and Innovation, but if an example of leadership has been referenced elsewhere, it should not be included in this category – that is, there should be no double-counting of contributions.

Sub-category	Lecturer(probation)/Research Fellow	Senior Lecturer/Senior Research Fellow	Associate Professor	Professor (Band 1)
Leadership & management	**Making an effective contribution to management and administration in the department.**	**Leading on smaller scale initiatives in the department**	**Established track record for undertaking significant academic leadership roles at departmental or faculty level**	**Sustained contribution and achievement in leadership positions at Department, Faculty or Institution level**
	Demonstrate: - An effective contribution to management and administration within the department, usually with the support and oversight of others.	Demonstrate: - An effective contribution to management and administration within the department, including undertaking formal roles with significant responsibility and accountability. - Mentorship and guidance of colleagues and research staff leading to successful outcomes.	Demonstrate: - Successful leadership in roles at the departmental level (e.g. Departmental Director of x...., Senior tutor, Programme Coordinator, new programme development etc.) - Mentorship, guidance and line management of colleagues and research staff, leading to successful outcomes.	Demonstrate: - A sustained and rising track record of successful leadership in roles at the departmental, faculty or University level. - Extensive mentorship, guidance and line management of colleagues and research staff leading to successful outcomes.

Citizenship

All academics are expected to contribute to the smooth running of their academic unit and the University, guided by our institutional values of discovery, respect, excellence, inclusion and community. Good citizenship is just as much about *how* engagement takes place as well as *what* activity is undertaken. In evidencing examples of citizenship, it is expected that colleagues will be able to demonstrate generous, mutually respectful and supportive working relationships with all staff and students, engagement with equality, diversity and inclusion, and adherence to university, faculty and departmental policies and codes of practice.

Examples of University citizenship may also be included in Education, Research, and Business Engagement and Innovation, but if an example of citizenship has been referenced elsewhere, it should not be included in this category – that is, there should be no double-counting of contributions. External citizenship should specifically not be used as evidence here but should be referred to under the appropriate activity category.

Sub-category	Lecturer(probation)/Research Fellow	Senior Lecturer/Senior Research Fellow	Associate Professor	Professor (Band 1)
Overall descriptor	**Demonstrable commitment to supporting the work of the department and colleagues**	**Ongoing track record of supporting colleagues internally and contribution to formal committees and other activities**	**Strong track record of mentorship and support, leading formal committees and participating in University wide activity**	**Sustained track record of excellence in mentorship, contributions to the management and administration of the dept./faculty/University, and a role model for collegiality.**
	Demonstrate: - Commitment to the department, faculty and University through participation in events and group activities including e.g. widening participation and outreach, student recruitment activities, staff and student events and community activity, graduation ceremonies. - Positive engagement with departmental initiatives that contribute to a positive and inclusive community. - Support for colleagues through willingness to volunteer for one off duties, sharing resources etc.	Demonstrate: - Ongoing commitment to the department, faculty and University through participation in events and group activities including e.g. widening participation and outreach, student recruitment activities, staff and student events and community activity, graduation ceremonies. - Positive engagement with departmental initiatives that contribute to a positive and inclusive community. - Support for colleagues through willingness to volunteer for one off duties, sharing resources etc.	Demonstrate: - Sustained commitment to the department, faculty and University through participation in events and group activities including e.g. widening participation and outreach, student recruitment activities, staff and student events and community activity, graduation ceremonies. - Broader activity such as taking an active role in University groups/networks, representation at meetings and committees outside the department, initiation and positive engagement with departmental/faculty initiatives that contribute to a positive and inclusive community	Demonstrate: - Strong and sustained commitment to the department, faculty and University through participation and/or leadership of events and group activities including e.g. widening participation and outreach, student recruitment activities, staff and student events and community activity, graduation ceremonies. - Broader activity such as taking an active role and/or leading in University groups/networks, representation at meetings and committees outside the department, initiation and leadership of departmental/faculty initiatives that contribute to a positive and inclusive community. - Exemplary good citizenship across their portfolio of activities.